St. Mary Magdalene Catholic Primary School Online Safety Curriculum

The government framework includes eight different aspects of online education. These are:

1. Self-image and Identity: This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

2. Online relationships: This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

3. Online reputation: This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

4. Online bullying: This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

5. Managing online information: This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.

6. Health, wellbeing and lifestyle: This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

7. Privacy and security: This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

8. Copyright and ownership: This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution

	Self-image and identity	Online relationships	Online reputation	Online bullying	Managing online information	Health, wellbeing and lifestyle	Privacy and security	Copyright and ownership
EYFS	What should I do if I feel upset online?	How can we communicate online?	How can information be put online?	How might people be unkind online? How might this make others feel?	How can I find information online?	What rules should I follow online?	What is personal information? Who can it be shared with?	How can I show that work I create belongs to me?
Year 1	What should I do if I feel upset online?	When should I ask for permission online? Why must we be kind and how can I do this online?	What should we share online?	How should I behave online?	How can you find information online? Who can I speak to if I'm upset online?	How can I stay safe and healthy online?	What is personal information and how can it be used? Why are passwords important?	How do I show my work belongs to me? Who owns information online?
Year 2	Are people different when online? What might upset people online and how can they get help?	Why is it risky communicating with people I don't know online and how can I say 'no'? Why must I ask for permission before sharing things online?	Why must I be careful sharing information online?	What is cyberbullying and what can I do about it?	How can you find information online? Why might some information not be true?	How can I stay safe and healthy online?	How might others find out about me online? How can I stop this? What devices can connect to the internet?	Why does other people's work online belong to them?
Year 3	What is an online identity? How might people change this?	How can people meet online? Why is knowing someone online different to trusting them or knowing them offline? How are 'sharing' and 'permission' similar online and offline?	How can I find out about others online? What might others not want to share online? Who can I ask if I'm unsure about putting something online?	How can we behave appropriately online and why is this important? What can I do if I'm bullied online?	How can I search accurately online? What are search suggestions? How can the internet be used to buy/sell? What are 'beliefs', 'opinions' and 'facts'? What should I do if I feel upset online?	How is it different using the internet in public places compared to at home or in school?	How can I keep my passwords secure and safe? How can connected devices share information with others?	Why is it unfair to copy others' work from the internet?
Year 4	How might my online and offline identity be different? How can I interact online in a positive manner? How / why might people pretend to be others online?	How can I be safe, respectful and have fun online? How can I recognise healthy and unhealthy online behaviours? Why might people view things differently online?	How can I find out about others online? How might information be created, copied and shared online?	How can I recognise if someone is upset online? How might cyberbullying happen? How might I affect others through my online posts?	Why and how can we judge accuracy of online content? What are ads, bots and fake news and how do they work?	How can you ensure technology does not take over your life? Why is it important to follow age restrictions?	How can you protect online information and accounts? How is the internet monitored? What is the digital age of consent and why might online services ask for it?	Why must I consider online ownership? What must I not use online without permission from the owner?
Year 5	How can an online identity be copied, modified or altered? How can I be responsible about me online identity?	What is tech-specific communication? How can I stay safe online? How can I get help and support others? How can we collaborate constructively online?	How can I find and summarise information about others online? How might information be used to make wrong judgments about individuals?	How is cyberbullying different to other forms of bullying? How might differences in how things are perceived cause cyberbullying? What can I do if I'm bullied online?	What are benefits/limits of search technologies? How can I evaluate content and recognise it's sponsored/ boosted? Why can fake news/ hoaxes be harmful? How are stereotypes amplified?	How can technology have positive and negative impacts on health and well-being? Why might apps request payment for extra content and how should I react to this?	What is a strong password? How might apps read and share private information? What are app permissions?	When is it acceptable to use others' work? How can I find online content that can be reused?
Year 6	How can I evaluate online content and challenge/ reject wrong representations? How can I get online and offline help for issues that worry me?	How might online sharing have a positive or negative impact? How can I respect boundaries regarding what is shared online? How can things shared privately have unintended consequences?	How can someone develop a positive online reputation and protect their digital personality?	How can evidence of bullying be gathered? How can cyberbullying be reported?	How do search engines work? How can opinions be presented as facts online? What are: online influence, manipulation, persuasion and targeting?	What systems regulate age-restricted content? What pressures can technology place on someone? How can the impact of technology on health be limited?	How can passwords be managed and kept safe? Why are updates and privacy settings used? How can people be targeted for money or information illegally? What are terms and conditions?	How can I find online content that can be reused? How can references and source acknowledgement be used?